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| **Unit: Black Boy Marilynne Troiano** |
| **Topic: Word Choice/Diction** |
| **Type of Writing: Casual (level 1)** |
| **Timeframe: 41 minutes** |
| **Plan:**  **Students will have a mini-lesson on word choice, brainstorming on the board lists of words that can be substituted for others.**  **Pairs will then work together with an expository cloze passage from the introduction to Black Boy, substituting the bracketed word for a substitute that is more specific or accurate.** |
| **Materials: Cloze passage handout; dictionaries** |

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| **Unit: Scarlet Letter, by Nathaniel Hawthorne Marilynne Troiano** |
| **Topic: Sentence Combining** |
| **Type of Writing: Casual (level 1)** |
| **Timeframe: 41 minutes** |
| **Plan: Students will be given a short passage from the text to examine as a model, noting how Hawthorne combines ideas to write rich, well-developed sentences. Students will work in groups to create longer, more meaningful sentences about three main characters from the text.** |
| **Materials: Copies of The Scarlet Letter, paper, pens** |

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| **Unit: : The Crucible, by Arthur Miller Marilynne Troiano** |
| **Topic: Writing a Persuasive Argument** |
| **Type of Writing: Semi-Formal (level 2)** |
| **Timeframe: 120 minutes** |
| **Plan: Students will have a mini-lesson on the persuasive mode of writing, and will be provided with one persuasive essay model. Working in groups, they will use the 6 traits rubric to analyze the writing.**  **The second part of the assignment asks students to write a persuasive argument against the hanging of one of the characters of the novel. The argument must present the basic thesis against the capital punishment and support it with evidence from the play.** |
| **Materials: Copies of a persuasive article, a 6-traits rubric, paper, pens** |

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| **Unit: Scarlet Letter, by Nathaniel Hawthorne Marilynne Troiano** |
| **Topic: Puritan Society Research** |
| **Type of Writing: Formal (level 3)** |
| **Timeframe: Two weeks** |
| **Plan: Students will choose a topic from Puritan Society using a “Connect it to the Curriculum” graphic organizer for interest/subject/topic. For example, these interests could be the family, music, or entertainment within Puritan society.**  **Students will follow the steps in the writing process, and create a properly cited, expository essay on their topic that will be assessed according to the 6-trait rubric.** |
| **Materials: “Connect it to the Curriculum” graphic organizer pre-writing, outline form graphic organizers, 6-trait rubrics, computers, printers.** |

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| **Unit:** |
| **Topic:** |
| **Type of Writing: Casual (level 1) Semi-Formal (level 2) Formal (level 3)** |
| **Timeframe:** |
| **Plan:** |
| **Materials:** |

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| **Unit:** |
| **Topic:** |
| **Type of Writing: Casual (level 1) Semi-Formal (level 2) Formal (level 3)** |
| **Timeframe:** |
| **Plan:** |
| **Materials:** |